ANNUAL INDEX
Volume 31, 1986/1987

AUTHORS

Benson, Scott, Biophysical Intervention Strategies, Spring (3), 14

Boucher, C. Robin, and Mattie C. Cheek, Cultural Differences, Brain Similarities, and Academic Achievement: A Response to Smith, Winter (2), 44

Burger, Joseph V., Alan: A Case History of a Troubled Adolescent and His Family, Summer (4), 46

Chrystal, Charles A., Teacher Helping Style and Classroom Discipline: How Can We Optimize Effectiveness? Summer (4) 31

Cormack, Peter H., The Role of Psychological Assessment Data in the Development of a Discipline Plan for Individual Students, Summer (4), 52

Epstein, Michael H., and Douglas Cullinan, Effective Social Skills Curricula for Behaviorally Disordered Students, Winter (2), 21

Evans, Susan S., and William H. Evans, Behavior Change and the Ecological Model, Spring (3), 9

Evans, William H., and Susan S. Evans, Editorial—The Loose Thread, Spring (3), 4

Fagen, Stanley, Least Intensive Interventions for Classroom Behavior Problems, Fall (1), 21

Fagen, Stanley, Donna Graves, Sharon Healy, and Diane Tessier-Switlick, Reasonable Mainstreaming Accommodations for the Classroom Teacher, Fall (1), 4

Fimian, Michael J., Social Support, Stress, and Special Education Teachers: Improving the Work Situation, Fall (1), 49

Graves, Donna, Rose Ray, and Diana Thompson, Audiovisual Training Materials to Support Mainstreaming, Fall (1), 29

Graves, Donna, Diane Tessier-Switlick, and Jeffery Hill, Reasonable Accommodations for Students With Organizational Problems, Fall (1), 8

Greenfield, Susan D., and Mary E. McNeil, The Effects of an Intensive Tutor Training Component in a Peer Tutoring Program, Winter (2), 31

Heitzman, Andrew J., and David B. Wiley, School Discipline: Problems Effecting Solutions, Summer (4), 40

Hendrickson, Jo M., Robert A. Gable, and Richard E. Shores, The Ecological Perspective: Setting Events and Behavior, Spring (3), 40

Henley, John, Discipline: Process or Product? Summer (4), 36

Henley, Martin, Ego Function and Dysfunction: A Guide to Understanding Discipline Problems, Summer (4), 24

Hewett, Frank M., The Ecological View of Disturbed Children: Sn .dow Versus Substance, Spring (3), 61

Hilton, Alan, Using Ecological Strategies When Working With Young Children, Spring (3), 52

Jordan, T. L., and T. F. McLaughlin, Concerns of Regular Classroom Teachers Regarding Mainstreaming, Fall (1), 43

Kelley, Everett F., Editorial, Summer (4), 4

Kline, Frank M., Procedures to Increase the Instructional Efficiency of Secondary Resource Teachers, Spring (3), 25

Klotz, Mary E. Beuchert, Development of a Behavior Management Level System: A Comprehensive School-Wide Behavior Management Program for Emotionally Disturbed Adolescents, Winter (2), 5

McCarney, Stephen B., Intervention in the Psychosocial Environment: The Role of Counseling in Ecological Intervention Strategies, Spring (3), 32

Monteiro, Marilyn J., Virginia Nelson, and Ruth Turner, Innovative Programs for Severely Disturbed Students, Winter (2), 37

Muscott, Howard S., Conceptualizing Behavior Management Strategies for Troubled and Troubling Students: A Process for Organizing the Direction of Intervention Efforts in Schools, Summer (4), 15

Naslund, Shellie R., Life Space Interviewing: A Psychoeducational Intervention Model for Teaching Pupil Insights and Measuring Program Effectiveness, Winter (2), 12

Nelson, C. Michael, Behavioral Interventions: What Works and What Doesn't, Spring (3), 45

Putnam, M. Lewis, Effective Interventions for Mildly Handicapped Adolescents in the Home and the Community, Spring (3), 19

Reis, Ron, and Peter E. Leone, Teaching Reading and Study Skills to Mildly Handicapped Learners: Previewing and Text Summarization, Winter (2), 41

Rezmierski, Virginia E., Discipline: Neither the Steel nor the Velvet, but the Maturity Inside the Glove, That Makes the Difference, Summer (4), 5

Riester, Albert E., and Karen M. Bessette, Preparing the Peer Group for Mainstreaming Exceptional Children, Fall (1), 12

Schmid, Rex, Historical Perspectives of the Ecological Model, Spring (3), 5

Thompson, Diana, Donna Graves, Joan Brown, and Rose Ray with Teachers, Montgomery County Public Schools, Maryland, Spotlighting Positive Practices for Mainstreaming, Fall (1), 34

Vaughn, Sharon, TLC—Teaching, Learning, and Caring: Teaching Interpersonal Problem-Solving Skills to Behaviorally Disordered Adolescents, Winter (2), 25

Waldron, Karen A., The Learning Disabled Adolescent: A Curriculum for Written Expression, Winter (2), 16

Wolford, Bruce I., Maneuvering Through the Maze: The Learning Handicapped Offender in the Justice System, Spring (3), 56

TITLES

Alan: A Case History of a Troubled Adolescent and His Family, Joseph V. Burger, Summer (4), 46

Audiovisual Training Materials to Support Mainstreaming, Donna Graves, Rose Ray, and Diana Thompson, Fall (1), 29

Behavior Change and the Ecological Model, Susan S. Evans and William H. Evans, Spring (3), 9

Behavioral Interventions: What Works and What Doesn't, C. Michael Nelson, Spring (3), 45

Biophysical Intervention Strategies, Scott Benson, Spring (3), 14

Conceptualizing Behavior Management Strategies for Troubled and Troubling Students: A Process for Organizing the Direction of Intervention Efforts in Schools, Howard S. Muscott, Summer (4), 15

Concerns of Regular Classroom Teachers Regarding Mainstreaming, T. L. Jordan and T. F. McLaughlin, Fall (1), 43

Cultural Differences, Brain Similarities, and Academic Achievement: A Response to Smith, C. Robin Boucher and Mattie C. Cheek, Winter (2), 44

Development of a Behavior Management Level System: A Comprehensive School-Wide Behavior Management

ANNUAL INDEX
Volume 31, 1986/1987

AUTHORS

Benson, Scott, Biophysical Intervention Strategies, Spring (3), 14

Boucher, C. Robin, and Mattie C. Cheek, Cultural Differences, Brain Similarities, and Academic Achievement: A Response to Smith, Winter (2), 44

Burger, Joseph V., Alan: A Case History of a Troubled Adolescent and His Family, Summer (4), 46

Chrystal, Charles A., Teacher Helping Style and Classroom Discipline: How Can We Optimize Effectiveness? Summer (4) 31

Cormack, Peter H., The Role of Psychological Assessment Data in the Development of a Discipline Plan for Individual Students, Summer (4), 52

Epstein, Michael H., and Douglas Cullinan, Effective Social Skills Curricula for Behaviorally Disordered Students, Winter (2), 21

Evans, Susan S., and William H. Evans, Behavior Change and the Ecological Model, Spring (3), 9

Evans, William H., and Susan S. Evans, Editorial—The Loose Thread, Spring (3), 4

Fagen, Stanley, Least Intensive Interventions for Classroom Behavior Problems, Fall (1), 21

Fagen, Stanley, Donna Graves, Sharon Healy, and Diane Tessier-Switlick, Reasonable Mainstreaming Accommodations for the Classroom Teacher, Fall (1), 4

Fimian, Michael J., Social Support, Stress, and Special Education Teachers: Improving the Work Situation, Fall (1), 49

Graves, Donna, Rose Ray, and Diana Thompson, Audiovisual Training Materials to Support Mainstreaming, Fall (1), 29

Graves, Donna, Diane Tessier-Switlick, and Jeffery Hill, Reasonable Accommodations for Students With Organizational Problems, Fall (1), 8

Greenfield, Susan D., and Mary E. McNeil, The Effects of an Intensive Tutor Training Component in a Peer Tutoring Program, Winter (2), 31

Heitzman, Andrew J., and David B. Wiley, School Discipline: Problems Effecting Solutions, Summer (4), 40

Hendrickson, Jo M., Robert A. Gable, and Richard E. Shores, The Ecological Perspective: Setting Events and Behavior, Spring (3), 40

Henley, John, Discipline: Process or Product? Summer (4), 36

Henley, Martin, Ego Function and Dysfunction: A Guide to Understanding Discipline Problems, Summer (4), 24

Hewett, Frank M., The Ecological View of Disturbed Children: Sn .dow Versus Substance, Spring (3), 61

Hilton, Alan, Using Ecological Strategies When Working With Young Children, Spring (3), 52

Jordan, T. L., and T. F. McLaughlin, Concerns of Regular Classroom Teachers Regarding Mainstreaming, Fall (1), 43

Kelley, Everett F., Editorial, Summer (4), 4

Kline, Frank M., Procedures to Increase the Instructional Efficiency of Secondary Resource Teachers, Spring (3), 25

Klotz, Mary E. Beuchert, Development of a Behavior Management Level System: A Comprehensive School-Wide Behavior Management Program for Emotionally Disturbed Adolescents, Winter (2), 5

McCarney, Stephen B., Intervention in the Psychosocial Environment: The Role of Counseling in Ecological Intervention Strategies, Spring (3), 32

Monteiro, Marilyn J., Virginia Nelson, and Ruth Turner, Innovative Programs for Severely Disturbed Students, Winter (2), 37

Muscott, Howard S., Conceptualizing Behavior Management Strategies for Troubled and Troubling Students: A Process for Organizing the Direction of Intervention Efforts in Schools, Summer (4), 15

Naslund, Shellie R., Life Space Interviewing: A Psychoeducational Intervention Model for Teaching Pupil Insights and Measuring Program Effectiveness, Winter (2), 12

Nelson, C. Michael, Behavioral Interventions: What Works and What Doesn't, Spring (3), 45

Putnam, M. Lewis, Effective Interventions for Mildly Handicapped Adolescents in the Home and the Community, Spring (3), 19

Reis, Ron, and Peter E. Leone, Teaching Reading and Study Skills to Mildly Handicapped Learners: Previewing and Text Summarization, Winter (2), 41

Rezmierski, Virginia E., Discipline: Neither the Steel nor the Velvet, but the Maturity Inside the Glove, That Makes the Difference, Summer (4), 5

Riester, Albert E., and Karen M. Bessette, Preparing the Peer Group for Mainstreaming Exceptional Children, Fall (1), 12

Schmid, Rex, Historical Perspectives of the Ecological Model, Spring (3), 5

Thompson, Diana, Donna Graves, Joan Brown, and Rose Ray with Teachers, Montgomery County Public Schools, Maryland, Spotlighting Positive Practices for Mainstreaming, Fall (1), 34

Vaughn, Sharon, TLC—Teaching, Learning, and Caring: Teaching Interpersonal Problem-Solving Skills to Behaviorally Disordered Adolescents, Winter (2), 25

Waldron, Karen A., The Learning Disabled Adolescent: A Curriculum for Written Expression, Winter (2), 16

Wolford, Bruce I., Maneuvering Through the Maze: The Learning Handicapped Offender in the Justice System, Spring (3), 56

TITLES

Alan: A Case History of a Troubled Adolescent and His Family, Joseph V. Burger, Summer (4), 46

Audiovisual Training Materials to Support Mainstreaming, Donna Graves, Rose Ray, and Diana Thompson, Fall (1), 29

Behavior Change and the Ecological Model, Susan S. Evans and William H. Evans, Spring (3), 9

Behavioral Interventions: What Works and What Doesn't, C. Michael Nelson, Spring (3), 45

Biophysical Intervention Strategies, Scott Benson, Spring (3), 14

Conceptualizing Behavior Management Strategies for Troubled and Troubling Students: A Process for Organizing the Direction of Intervention Efforts in Schools, Howard S. Muscott, Summer (4), 15

Concerns of Regular Classroom Teachers Regarding Mainstreaming, T. L. Jordan and T. F. McLaughlin, Fall (1), 43

Cultural Differences, Brain Similarities, and Academic Achievement: A Response to Smith, C. Robin Boucher and Mattie C. Cheek, Winter (2), 44

Development of a Behavior Management Level System: A Comprehensive School-Wide Behavior Management

Program for Emotionally Disturbed Adolescents, Mary E. Beuchert Klotz, Winter (2), 5
Discipline: Neither the Steel nor the Velvet, but the Maturity Inside the Glove, That Makes the Difference, Virginia E. Rezmierski, Summer (4), 5
Discipline: Process or Product? John Henley, Summer (4), 36

The Ecological Perspective: Setting Events and Behavior, Jo M. Hendrickson, Robert A. Gable, and Richard E. Shores, Spring (3), 40
The Ecological View of Disturbed Children: Shadow Versus Substance, Frank M. Hewett, Spring (3), 61
Editorial, Everett F. Kelley, Summer (4), 4
Editorial—The Loose Thread, William H. Evans and Susan S. Evans, Spring (3), 4
Effective Interventions for Mildly Handicapped Adolescents in the Home and the Community, M. Lewis Putnam, Spring (3), 19
Effective Social Skills Curricula for Behaviorally Disordered Students, Michael H. Epstein and Douglas Cullinan, Winter (2), 21
The Effects of an Intensive Tutor Training Component in a Peer Tutoring Program, Susan D. Greenfield and Mary E. McNeil, Winter (2), 31
Ego Function and Dysfunction: A Guide to Understanding Discipline Problems, Martin Henley, Summer (4), 24

Historical Perspectives of the Ecological Model, Rex Schmid, Spring (3), 5

Innovative Programs for Severely Disturbed Students, Marilyn J. Monteiro, Virginia Nelson, and Ruth Turner, Winter (2), 37
Intervention in the Psychosocial Environment: The Role of Counseling in Ecological Intervention Strategies, Stephen B. McCarney, Spring (3), 32

The Learning Disabled Adolescent: A Curriculum for Written Expression, Karen A. Waldron, Winter (2), 16
Least Intensive Interventions for Classroom Behavior Problems, Stanley Fagen, Fall (1), 21
Life Space Interviewing: A Psychoeducational Intervention Model for Teaching Pupil Insights and Measuring Program Effectiveness, Shellie R. Naslund, Winter (2), 12

Maneuvering Through the Maze: The Learning Handicapped Offender in the Justice System, Bruce I. Wolford, Spring (3), 56

Preparing the Peer Group for Mainstreaming Exceptional Children, Albert E. Riester and Karen M. Bessette, Fall (1), 12
Procedures to Increase the Instructional Efficiency of Secondary Resource Teachers, Frank M. Kline, Spring (3), 25

Reasonable Accommodations for Students With Organizational Problems, Donna Graves, Diane Tessier-Switlick, and Jeffery Hill, Fall (1), 8
Reasonable Mainstreaming Accommodations for the Classroom Teacher, Stanley Fagen, Donna Graves, Sharon Healy, and Diane Tessier-Switlick, Fall (1), 4
The Role of Psychological Assessment Data in the Development of a Discipline Plan for Individual Students, Peter H. Cormack, Summer (4), 52

School Discipline: Problems Effecting Solutions, Andrew J. Heitzman and David B. Wiley, Summer (4), 40
Social Support, Stress, and Special Education Teachers: Improving the Work Situation, Michael J. Fimian, Fall (1), 49
Spotlighting Positive Practices for Mainstreaming, Diana Thompson, Donna Graves, Joan Brown, and Rose Ray with Teachers, Montgomery County Public Schools, Maryland, Fall (1), 34

Teacher Helping Style and Classroom Discipline: How Can We Optimize Effectiveness? Charles A. Chrystal, Summer (4), 31
Teaching Reading and Study Skills to Mildly Handicapped Learners: Previewing and Text Summarization, Ron Reis and Peter E. Leone, Winter (2), 41
TLC—Teaching, Learning, and Caring: Teaching Interpersonal Problem-Solving Skills to Behaviorally Disordered Adolescents, Sharon Vaughn, Winter (2), 25

Using Ecological Strategies When Working With Young Children, Alan Hilton, Spring (3), 52